



## Center for Advanced Technical Studies

916 Mount Vernon Church  
Chapin, SC 29036

<b>Grades</b>	Career Center	
<b>Enrollment</b>	589 Students	
<b>Director</b>	James R. Couch	803-476-8600
<b>Board Chair</b>	Robert Gantt	803-781-5408
<b>Superintendent</b>	Stephen W. Hefner, Ed.D.	803-476-8000

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>N/A</b>	<b>N/A</b>
2012	N/A	N/A
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

**ABSOLUTE RATINGS OF CAREER CENTERS\***

Excellent	Good	Average	Below Average	At-Risk
23	9	4	2	1

\* Ratings are calculated with data available by 11/21/2013.

**School Profile**

	Our School	Change from Last Year	Median Career Center
<b>Students (n=589)</b>			
With disabilities	9.2%	N/A	9.6%
Career/technology students in co-curricular organizations	N/A	N/A	16.2%
Enrollment in career/technology courses	589	N/A	620
Students participating in work-based experiences	N/A	N/A	14.9%
<b>Teachers (n=18)</b>			
Teachers with advanced degrees	38.9%	N/A	26.0%
Continuing contract teachers	66.7%	N/A	78.7%
Teachers returning from previous year	N/A	N/A	90.6%
Teacher attendance rate	95.0%	N/R	95.1%
Average teacher salary*	\$51,989	I/S	\$48,591
Professional development days/teacher	7.9 days	N/R	12.7 days
<b>School</b>			
Director's years at Center	1.0	N/R	7.0
Dollars spent per pupil**	N/A	N/A	\$3,188
Percent of expenditures for teacher salaries**	N/A	N/A	58.5%
Percent of expenditures for instruction**	N/A	N/A	66.5%
Parents attending conferences	84.9%	N/R	81.9%
SACS accreditation	Yes	N/R	Yes

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	17	183	17
Percent satisfied with learning environment	94.2%	84.1%	100%
Percent satisfied with social and physical environment	94.1%	86.7%	94.8%
Percent satisfied with school-home relations	100%	88.4%	94.8%

\* Only eleventh grade students and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Performance By Student Groups

	Technical Skill Attainment			Graduation Rate			Placement Rate		
	This Center		State Center Average	This Center		State Center Average	This Center		State Center Average
	n	%	%	n	%	%	n	%	%
All Students	561	90.2%	89.4%	66	93.9%	94.9%	N/A	N/A	96.5%
Students with Disabilities on Diploma Track	54	85.2%	81.4%	7	71.4%	78.9%	N/A	N/A	96.5%
Gender									
Male	367	89.7%	87.3%	50	94.0%	93.6%	N/A	N/A	96.4%
Female	194	91.2%	91.8%	16	93.8%	96.1%	N/A	N/A	96.6%
Racial/Ethnic Group									
White	366	94.8%	92.4%	38	97.4%	96.5%	N/A	N/A	96.6%
African American	159	79.3%	85.8%	21	85.7%	93.0%	N/A	N/A	96.3%
Asian/Pacific Islander	14	92.9%	97.7%	6	100.0%	99.4%	N/A	N/A	100.0%
Hispanic	16	87.5%	89.6%	1	I/S	96.9%	N/A	N/A	93.7%
American Indian/Alaskan	6	100.0%	90.1%	0	N/A	86.4%	N/A	N/A	90.6%
Migrant Status									
Migrant	0	N/A	100.0%	0	N/A	N/A	N/AV	N/AV	N/AV
English Proficiency									
Limited English Proficient	9	88.9%	90.0%	0	N/A	0.0%	N/AV	N/AV	N/AV
Socio-Economic Status									
Subsidized meals	193	80.3%	86.7%	66	93.9%	95.0%	N/A	N/A	95.8%

\* n = number of students on which percentage is calculated.

Definitions of Performance Rating Terms

- \* Technical Skill Attainment --- The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.
- \* Graduation Rate --- The percentage of 12th grade career and technology students who graduate in the spring.
- \* Placement Rate --- The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**Report of Director and School Improvement Council**

The Center for Advanced Technical Studies opened in August 2012 with 675 students, 17 programs of study, 17 teachers, and 11 staff. The student body included 125 honors-level students and six merit scholar finalists.

The Center provides students the opportunity to remain enrolled in their home high school and take their major course of study at the center in a morning or afternoon schedule. Students complete high quality senior capstone projects, and teachers facilitate learning by guiding students through the process of discovery. The learning environment provides both teachers and students the opportunity to use their imagination, creation, and innovation to develop potential solutions to problems in biomedical science, sustainability energy, animal science, aerospace engineering, film production, construction, manufacturing, welding, culinary arts, computer networking and cyber security, law enforcement, electricity, biotechnology and environmental science, and automotive technology.

Science theories and concepts are experienced in contextualized learning environments through using knowledge in project-based work. Students use math and science to solve real world problems and create solutions beyond the normal science lab and classroom. Students create ownership of their learning through projects they develop. The curriculum provides students the opportunity to use lab-based equipment to study cancer cells and treatment protocols and learn how to convert agriculture products into energy. Other students produce films, construct and wire smart homes, learn to weld, and repair and maintain the latest vehicles. The Center focuses on students who want to invent, to problem solve, and to create solutions for state and global challenges.

The Center faces an accountability challenge in finding ways to meet the non-traditional student. A plan has been submitted to the SC Department of Education and the OCTE to increase awareness in the district of the non-traditional career opportunities available to students, as well as a review of non-traditional standards with state-level staff to determine if appropriate for the Center and District. Funding continues to be a challenge at federal, state and local levels for career and technical equipment and supplies.

We are pleased with the community and business support for the center and its programs. We have had the opportunity to host over 80 events with more than 8,000 people coming through the Center during the past nine months. We encourage visitors and parents to visit the Center for Advanced Technical Studies during our fall open house. We look forward to another great year in 2013-14.

Dr. James R. Couch, Center Director

Nick Milasnovich, Center Advisory Council

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	N/A
Overall Grade Conversion	N/A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Center for Advanced Technical Studies school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Abbreviations for Missing Data